Application Of Information Search Model For Students Through Social Media

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ABSTRACT

The purpose of this study was to obtain an overview of the application of information search models used by students in Bandung. The informants who participated were students at secondary schools. Eighteen students were selected as informants from each school. The schools selected for the study were SMPN 15, SMPN 29, SMPN 40, SMAN 15, SMA Sumatra 40, and SMA Kartika XIX-2. A qualitative research approach was used, with a case study method and purposive sampling. The results of the study show that, in general, the stages used in searching for information are carried out in three major stages, namely Starting, planning by organizing the steps in searching for information, and determining the subject to be used in searching for information. Analyzing, selecting the information to be used, analyzing the information obtained, storing unnecessary information, and using the necessary information. Evaluating, at this stage, students know when the information will be presented again, and the presentation of information is adjusted to the tasks and needs. On average, students search for information through the internet using Google search or social media. The information sought is mostly related to school assignments. This research advances this field by revealing patterned deviations from Ellis' model related to digital literacy levels.

***Keywords:** Application, online media, information search, student.*

INTRODUCTION

Each individual tends to have different needs from one another. This is because each person has different conditions and situations as well. Information users have diverse needs according to their individual situations and conditions. The types of information needs of an individual can be seen from four conditions, namely the user's need for up-to-date information, the user's need for routine information, the user's need for in-depth and comprehensive information, and the user's need for concise and complete information. McQuail (2010)defines computer-mediated communication as any formof communication that uses computer technology and the Internet. Computer-mediated communication can be understood through its different characteristics, such as (1) non-physical interaction between participants; (2) the ability to hide one's identity while communicating;and (3)the communication process transcends social and physical boundaries. Communication technology has given birth to the internet, which influences every aspect of human life. Social interactions can easily occur with the help of an internet connection. Telecommunication companies create many features or applications to facilitate communication

through social media. The rapid flow of information and technological advancements should be approached wisely. Technology is like two sides of the same coin. On one hand, it can have a positive impact, while on the other hand, it can have a negative impact. According to Flew in (Tamburaka, 2013), digital media is a form of media content that combines and integrates data, text, sound, and various images stored in digital format and distributed through a network such as fiber optic cables, satellites, and low-frequency transmission systems. New media unites everything that old media had. These changes also affect print media (paper). In that media, there is a change or media shift, such as newspapers being accessible online, or watching news through live streaming. The distinctive characteristics of the media have transformed from old media to new media. New media via the internet has become the choice of students in completing assignments given by teachers. Information is a form of knowledge that can be found anywhere, both in print and non-print media (Pendit, 2003). In reality, students obtain abundant information provided by the internet, so they need the ability to select and sort the information needed to complete their school assignments. The ability to filter available information is necessary so that the information obtained is in line with their information needs. The rapid development of technology has led to a large amount of information circulating (information overload), therefore it is necessary to filter information so that it can be used as a consideration and a basis for future decision-making (Erlianti, 2020). The impact of this excessive information intake can create stress, fatigue, and even lead to ceasing the use of information sources.

According to Yusuf, the level of information needed can be distinguished according to status in society, level of education, and skills. The need for information can arise when the gap between humans and knowledge has grown, thereby increasing curiosity (Yusuf, 2019). Previous research conducted on elementary school teachers (Silvana et al., 2019) found that barriers to information seeking were influenced by several factors, including limited time, ICT skills, and poor search techniques, which were rooted in laziness. For the secondary school level, regarding skill abilities, there seems to be no doubt, as since they were born, they have been interacting with the gadgets their parents used to soothe them amidst their parents' busy work schedules.

Junior high school students, who are still in their teens, certainly have an intermediate level, unlike higher levels of education, both in terms of education and status in society and skills possessed. This study is expected to provide an overview of students' information search according to their information needs.

RESEARCH BACKGROUND

The new media that is now widely used by almost all layers of society is social media. This media, known as social networking, includes Facebook, Twitter, and YouTube. In Indonesia, Facebook users rank as the fourth most active in the world, with the highest being the United States. Twitter users in Indonesia rank just behind Facebook, holding the fifth position. Indonesia is an important market for Twitter, and hashtags that often become global trending topics frequently originate from Indonesia. Social Media YouTube is a popular video sharing website. Generally, YouTube contains video clips, movies, TV shows, and videos that are intentionally created and uploaded for various specific purposes. According to (Jones & Hafner, 2021), they state that.

> *"The use of a group of people to find useful data and eliminate useless data is called a social algorithm or social filter." By participating in social media (such as Facebook, Twitter), for example, formed by friends, colleagues, and people we respect and trust, we have access to data that can be considered important. There are times when our friends and contacts search for information on the internet and find uninteresting junk, and a number of pieces of data worth sharing. The uninteresting junk is 'filtered out', and the interesting and useful data is disseminated by posting it on social media. When we log into that social media, we can filter data based on recommendations from our friends."*

Understanding and the ability to select and filter information and how to use it. In the media, discussing the differences in meaning and concepts within audience activity, which is also generally reflected in society's use of media: 1) Selectivity. This type describes the audience as

active, with increasing choice and discrimination occurring in relation to media and content within media. This is typically seen in media use planning and in inconsistent selection patterns (including buying, renting, or borrowing films or books). 2) Utilitarianism. The audience is the embodiment of self-centered consumers. Media consumption symbolizes more or less consciously realized satisfaction and needs. 3) Purposeful, active audiences according to this definition are those who are engaged in active cognitive processing of incoming information and experiences. 4) Immune to influence. Readers, viewers, or listeners remain in control and are unaffected, except as determined by personal choice. 5) Engagement. This can be referred to as affective passion. Engagement can also be shown by signs, such as arguing with the television. (McQuail, 2013)

Based on the age of users, APJII states that the majority of users are aged 18 – 25 years, accounting for nearly 50%. This category has a character that is very active in using digital technology and has the skills to operate it. Social media users are generally Generation Z (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024). The majority of age groups frequently surfing the internet are Generation Z at 34.40%, followed by Millennials at 30.62%, Generation X at 18.98%, and then followed by the Post Gen Z generation (Gen Alpha), Baby Boomers, and Pre Boomers. Generation Z, growing up alongside the development of the digital era, influences their preference for obtaining information. Here is the image showing the order of the majority of the Social Media User Generation as follows.
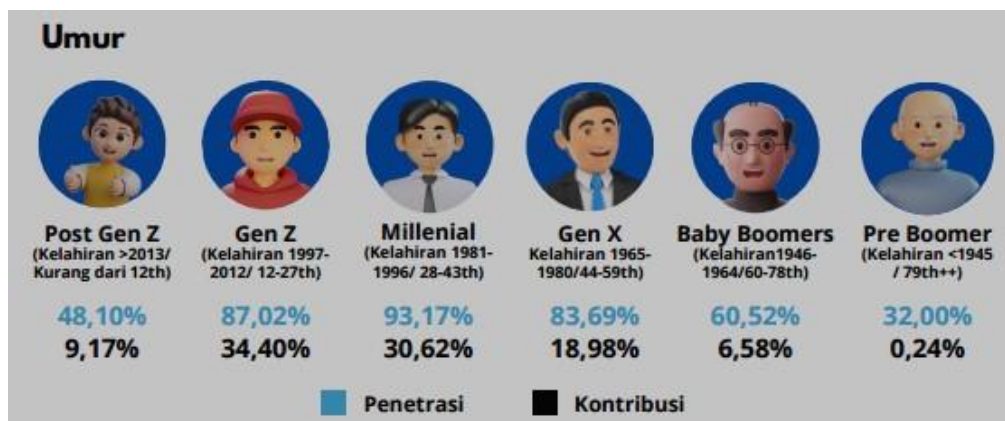
Picture 1.1 The Majority of Generations of Social Media Users
Source: (Asosiasi Penyelenggara Jasa Internet Indonesia, 2024)

The selection of information related to the choice of information accessed by adolescents is influenced by factors that, according to (Basuki, 2004) determine the need for information as follows. The range of available information) The use of the information to be used; b) The background, motivation, professional orientation, and characteristics of each user; c) The social, economic, and political system in which the user is situated; According to Guha in (Fatmawati, 2015), the types of information needs are as follows.

a. Current need approach
b. Everyday needs approach
c. Exhaustive need approach
d. The concise and complete need approach (Catching-up need approach).

The information needs of teenagers are influenced by many factors, including the fact that teenagers, as students, have tasks that need to be completed in their role as students. In addition, to overcome boredom in their role as students, teenagers need recreation. These needs are met by seeking information in the form of entertainment, games, and similar activities. The search for information can be accessed through Google or social media. In this search for information, teenagers need to have digital literacy competencies. The need for information among teenagers has become an unavoidable matter. If we look at the research conducted on teenagers (Silvana & Darmawan, 2018), teenagers are a vulnerable group in the use of online media. Research on the

role of online media, especially social media, is necessary to understand how teenagers utilize social media as a medium in their daily lives.

METHODOLOGY

This research uses the Purposive Sampling technique, where the sample selection is based on the need for the required information. The reason the author used that sampling method is because the diverse backgrounds of the respondents were not considered, so it was necessary to conduct random sampling without paying attention to the existing strata. The research method used in this study employs a qualitative approach with a case study method. A case study research design is an approach to exploring real-life and contemporary systems experienced byindividuals, groups, and limited organizations in space and time (Cresswell & Poth, 2018). This method, a case study, is a type of research conducted on a "system unit." This unit can be a program, activity, event, or group of individuals bound by a specific place, time, or connection. A case study is a type of research aimed at gathering data, extracting meaning, and gaining understanding from the case in question. This method is used to understand how teenagers as students search for information using online media. In this study, the informants consisted of 18 students. The data collection techniques used are:

(1) Interview: The researcher conducts in-depth interviews, where the researcher asks several questions to informants to obtain information about the issue being studied, which is related to media literacy.
(2) Documentation: In this research, the researcher also collects data from other sources in the form of literature studies.

To obtain accurate information, this research conducted data triangulation. The data used are source triangulation and literature study. Meanwhile, the literature review uses literature related to the research. The selection of informants in this study is the residential area of the city of Bandung. The informants are students who attend SMPN 29, SMPN 15, SMPN 40, SMA Sumatra 40, SMAN 15, and SMA Kartika Chandra XIX-2. The purposive sampling of 18 participants was determined based on the need to capture representation from six different schools across Bandung, ensuring variation in socio-academic background. Although small, this size aligns with qualitative case-study standards prioritizing depth over breadth. The informants for this study were selected based on the following criteria:

1. Aged 13-17 years
2. Active internet users for at least 5 hours a day
3. Good digital literacy skills.

To obtain accurate information, this research conducted data triangulation. Meanwhile, the literature review uses literature related to the research. Meanwhile, the type of data and data sources in this research are.

(1) Type of data: Qualitative data, which is data in the form of verbal descriptions (not numbers) obtained through field research or document studies presented in the form of statements, opinions, and suggestions, among others.
(2) Data sources: The data for this research was obtained by collecting data from primary and secondary sources. Primary data was obtained from interviews with informants. Secondary data consists of references from articles in newspapers, magazines, and relevant books.

Data analysis is conducted to obtain an overview of the research results after data triangulation has been performed. The results of the research aim to answer the formulated problem that has been prepared to obtain answers from the conducted research. Interview transcripts were coded using inductive thematic analysis. Codes were grouped into categories reflecting stages of the Ellis model, followed by cross-case comparison to identify behavioral patterns and divergences.

RESULT

The research conducted on students regarding the application of the information search model was carried out on 18 students who were selected as the sample. The schools chosen to obtain informants were SMPN 29, SMPN 15, SMPN 40, SMA Sumatra 40, SMAN 15, and SMA Kartika Chandra XIX-2. Here is the list of research subjects who were used as informants for the study.

Table 3.1. Main Subject of Research

Number	Name	Gender	School
1.	SY	Female	SMPN 29 Bandung
2.	PI	Female	SMPN 29 Bandung
3.	NN	Female	SMPN 29 Bandung
4.	ZR	Male	SMPN 15 Bandung
5.	AS	Male	SMPN 15 Bandung
6.	RN	Male	SMPN 15 Bandung
7.	FA	Female	SMA Sumatra 40 Bandung
8.	AA	Female	SMA Sumatra 40 Bandung
9.	DY	Female	SMA Sumatra 40 Bandung
10.	MX	Male	SMPN 40 Bandung
11.	SA	Female	SMPN 40 Bandung
12.	SI	Female	SMPN 40 Bandung
13.	NA	Female	SMAN 15 Bandung
14.	DI	Male	SMAN 15 Bandung
15.	SA	Female	SMAN 15 Bandung
16.	HR	Female	SMA Chandra Kirana XIX Bandung
17.	RY	Male	SMA Chandra Kirana XIX Bandung
18.	NM	Male	SMA Chandra Kirana XIX Bandung

Based on the results of interviews with three students with the initials (SY), (PI), and (NN) who are in the 9th grade at SMPN 29 Bandung. The result obtained is that most of them search for information through the internet (Google, YouTube). The search is aimed at helping with assignments and finding information only. Respondents use the Google search engine more than others because it is easier to use and user-friendly. The existence of the internet, especially Google, is very useful for them because everything they search for and need is on Google. According to them, one must sift through the information available on Google, because there is also a lot of hoax information. The solution is that they look for more accurate and reliable sources. Usually, they choose the most recently posted articles and select the information that matches their needs. They prefer to search for information through search engines on the internet rather than looking for information in books at the library. According to them, searching for information in books takes longer, whereas on Google it's easier because you just need to enter the keywords in the search box and the results will immediately show what you're looking for. They might want to look for information through books in the library, but they request to improve the existing facilities, such as making the place more comfortable and diversifying the collection even more. Because for them, the comfort of the place is the most important point.

Next, the results of the interview with the second group of participants from SMPN 15 Bandung, consisting of three people named (ZR), (AS), and (RN), who are also in 9th grade, search for information to help with their assignments, just like the previous informant's answer. They use search engines or internet search engines. The dominant search engines they use are Google and UC Browser. They use the omnivorous internet because they accept all information without filtering anything that is spread across the internet. There is also hoax information or news that they consume, and according to them, there is no action taken in response to those hoaxes. They tend to let the information they receive through social media go unchecked. Besides searching on Google, to meet their needs, they also look for information on YouTube. According to them, YouTube can help in completing tasks, such as subjects that require producing something; they look for tutorials on how to make it through YouTube. Because they believe that watching and

seeing on YouTube is easier to understand and follow compared to reading text. Information using e-books is not their choice; they still prefer information in the form of articles available on Google rather than directly referring to the e-book.

Meanwhile, the results of the interview with the third group of participants from SMA Sumatra 40 Bandung, three students with the initials (FA), (AA), and (DY). In their daily lives, they are inseparable from their smartphones because these devices always help with whatever they need. One of them is helping to complete school assignments. Informants often search for information to meet their needs for completing assignments through search engines like Brainly and Wikipedia. Those two sources of information are indeed the most commonly used by most students who are looking for information. It is not uncommon for them to also obtain important information from the news application Line Today and the social media platform Instagram. When they are about to search, they first narrow down the information they are looking for. When searching for information on Google, they don't just take the first information that appears; instead, they look for other sources first and assume that if one source discusses the same topic as the second, third, or more, then that is the correct information and is used as the answer to what they are looking for. They admit that they rarely visit the library because its collection is not diverse; most of the collection supports learning activities and rarely includes books for entertainment. Because of this, they tend to look for information on the internet more often, or even directly ask the relevant teacher.

The interviewees were three students, namely (MX), (SA), and (SI), from SMPN 40 Bandung. The reference sources they seek to obtain information from, all unanimously mentioned the internet, especially Google. They use Google to do their homework, looking for information about their dream high school. In their search for information on Google, they admitted to going straight to the question, not looking for keywords first, then prioritizing the top results, and not opening subsequent pages. According to their answers, the search was conducted without considering whether the website was official, WordPress, or Blogspot. Next, after obtaining the information and feeling satisfied, they proceed to understand the content of the information to see if it meets their needs or not. Only after that, if it is indeed suitable, they take the information for their respective needs. These 9th-grade students are already familiar with the terms journal and e-book, although they rarely use them. Similarly, with books, they admit that when it comes to trustworthiness, they trust the information in books more than that on the Internet. They also use the internet not only for doing homework but also for social media. The time they spend is on average from after school until evening prayers, but some only use social media for 1 hour.

The next informants are 3 students from SMAN 15 Bandung (NA), (DI), and (PI). They admitted to using the internet more often as a medium for searching for information, both for school assignments and for entertainment. They will search for information related to school assignments on the internet if it is not in the book. However, they said that using the internet makes it easier and less troublesome. For the method of searching for information, they look it up on the internet by typing their questions directly, without using keywords. After obtaining it, they will check whether the information is relevant to their needs, and if it is, they will use that information. The time spent accessing information on the internet averages 1-3 hours per 3 sessions (3 times a day).

The next informants are students with the initials (HR), (RY), and (NM), students of SMA Kartika Chandra Kirana XIX-2. These students also use the internet to search for information, but slightly different from their seniors, they still predominantly look for it in books or ask their parents about their assignments. If that doesn't yield results, then they turn to the internet. They are also active users of social media, but they use it for a relatively short amount of time. Based on the results of the interviews conducted, the following was found.

1. The motivation of the students to seek information related to their interests and talents such as music, sports, speaking skills, interesting stories, immediate information needs, and the latest trending news. Information searches are also conducted when students have assignments given by their teachers.
2. The sources of information they use are predominantly on the internet, such as official websites, Wikipedia, blog posts, YouTube, Instagram, and electronic media like TV. The

information they often search for and/or find on social media or Google includes politics, sports, college information, entertainment, and so on.
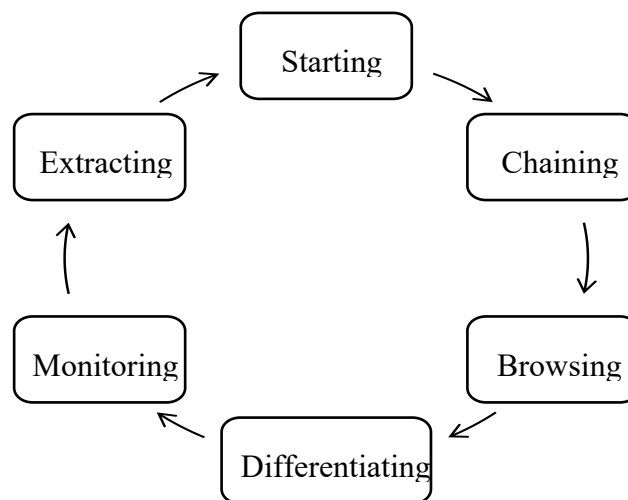
3. The ten informants rarely share the information they have found in their social media groups, which can be interpreted as them rarely spreading hoaxes (if the information they found is indeed a hoax). However, they admit that they have encountered hoax news on social media platforms like Instagram and WhatsApp. On average, they also search for information only for personal satisfaction and needs.

4. The frequency of students visiting the library is very low. This happens because students only go to the library to pick up textbooks. They say that there is a lack of recreational reading materials, an unsupportive atmosphere, disorganized arrangements, and also outdated facilities.

5. The students hope to build a modern library that adapts to technological developments to support library activities so that the library becomes more vibrant.

From the results of interviews and observations conducted with the informants, the answers provided can be concluded that the most commonly used information search model is the Ellis information search model (Ellis, 1989). Ellis noted that individual interactions in finding information have their uniqueness depending on the discovery activity itself. All research subjects performed all the elements present in Ellis. The first group appears to perform almost all the identification elements in Ellis, but they do not do chaining, which means identifying additional sources and noting important aspects of the topic to be explored. However, this first group tries to find other more reliable sources until they obtain answers to the topic or problem being investigated. The second group seems not to perform the elements found in Ellis, because they only seek information from the arising problems without any extraction, even at the beginning when they search for information, thus accepting the answers or information found as they are without any further treatment. This group also did not think to look for up-to-date information and so on. The third group seems to almost incorporate elements found in Ellis, as evidenced by their behavior of seeking other sources of information when they receive hoaxes or irrelevant information, such as asking teachers to verify the answers obtained or looking for other up-to-date and more relevant sources. Their statement about ignoring hoax information is because the topic that arises is not an issue for them. Ellis studied people's behavior in seeking information and conducted research with participants to ask them to write and describe their work, as well as the activities they engaged in while searching for information. After that, Ellis created an information-seeking model based on his research, by illustrating the model process of the information elements suggested by the participants. As a result, Ellis identified six types of information-seeking behaviors. Ellis presented his model not as steps, but as behavioral elements that might have different stages for each individual.

Six types of information-seeking behavior according to Ellis consist of.

1) Starting is the method used by users to begin searching for information and consists of the initial activities in the information search process.

2) Chaining is following footnotes and citations in the material and noting important things to trace.

3) Browsing is the activity of searching for information that is semi-directed or semi-structured according to the topic to be discussed or according to the notes we have written. More specific information searches involve looking at the table of contents, title list, subject titles, names of organizations or people, abstracts, and summaries.

4) Differentiating is the activity of selecting data or information from numerous sources, which is then examined closely while paying attention to the differences in the nature and quality of the information. This activity is a way to filter the amount of information obtained.

5) Monitoring is the activity of seeking the latest or up-to-date sources of information. The sources of information can come from journals, newspapers, conferences, magazines, and book catalogs.

6) Extracting (Ekstraksi) is a selective activity, identifying relevant or appropriate information within sources of information systematically.

Ellis notes that individual interactions in finding information have their uniqueness depending on the discovery activity itself. Ellis emphasizes that these 6 (six) are interconnected to form various information-seeking patterns and are often not orderly stages. Like the following.

```
        ┌──────────┐
        │ Starting │
        └──────────┘
   ↗                    ↘
┌────────────┐      ┌──────────┐
│ Extracting │      │ Chaining │
└────────────┘      └──────────┘
   ↑                      ↓
┌────────────┐      ┌──────────┐
│ Monitoring │      │ Browsing │
└────────────┘      └──────────┘
        ↖                ↙
      ┌─────────────────┐
      │ Differentiating │
      └─────────────────┘
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Picture 1.2. Model ELLIS

Indirectly, they follow the Ellis information-seeking model, although the Chaining stage is often skipped. At the starting stage, usually, their interests and needs drive them to search for the information. Then, in the browsing stage, when they find what they are looking for, they immediately search for it on the internet, and the next stage is selecting the information they need from what they have found. The next stage is monitoring and extracting, which is done when they have found information sources that can meet their information needs and monitor the development of that information. Students who skipped the chaining stage tended to exhibit low digital literacy, relying heavily on surface-level search results and lacking awareness of citation tracing. Meanwhile, students with stronger analytical behaviors performed differentiating and monitoring more rigorously, suggesting literacy as a moderating factor.

DISCUSSION

Research conducted on teenagers in the city of Bandung, teenagers prefer Instagram for social media use compared to other social media platforms because the features on Instagram are more appealing to use and it is easier to upload images and videos (Darmawan & Silvana, 2017). Information behavior according to (Wilson, 1999), "On user studies and information needs." In that model, three factors are considered important to explain the phenomenon of information-seeking behavior, namely the context of the information seeker's life, the information system they use, and the information resources that contain the various information needed. These three aspects are within what is called the "universe of knowledge." Wilson also emphasized that the "system" in the above model can be fully manual, a fully machine-assisted system (computer), a system used independently by the seeker, or it can also be a system that provides intermediary assistance or mediation.

Information behavior by digital natives according to (Dresang & Koh, 2009), information behavior is not just about searching and finding information as a single activity, but in the activities carried out by teenagers, they are also actively developing reading behavior as an integrated activity. According to (Dresang & Koh, 2009) there has been a change in the typology of youth information behavior in the digital era, which is always actively thinking and searching for information. The activities carried out by teenagers, according to (Dresang & Koh, 2009), not only involve searching for and finding information from the digital world but are also integrated with reading activities. Comparison with past studies, unlike studies by Dresang & Koh (2009) showing high exploratory behavior among digital natives, this study finds students' information seeking remains highly utilitarian and assignment-driven. This aligns more closely with Wilson's

(1999) information-behavior constraints framework. The typological changes in information behavior according to the Radical Change Theory include:

1) First type of change: change in the form of information retrieval and learning
2) second type of change: viewpoint or perspective (identification and negotiation value)
3) The third type of change is a change in boundaries (access to information and tracking within the community).

According to (Gleeson, 2020), humans adaptively shape their behavior based on their information environment, and conversely, the information environment is shaped by humans. Thus, it can be concluded that the selection of information is the primary aspect of human information needs. According to their age, teenagers have certain tendencies in accessing the information they need.

Information users have diverse needs according to their situation and condition. The types of information needs of an individual can be seen from four conditions, namely the user's need for up-to-date information, the user's need for routine information, the user's need for in-depth and comprehensive information, and the user's need for concise and complete information. Social media is a place for self-actualization for teenagers. In the process of interaction, some symbols are used. Whether in the form of emotions, words, or signs. Theoretical contribution is findings refine Ellis's model by demonstrating how social-media algorithms shape browsing and monitoring stages, altering how students perceive information credibility.

CONCLUSION

The research on the application of the information search model among students in the city of Bandung found that, in general, the stages used in the information search process are divided into three main stages: Starting, planning by organizing steps in the information search, and determining the subjects to be used in the information search. Analyzing, and selecting the information to be used, by examining the obtained information, storing unnecessary information, and using the needed information. Evaluating, at this stage, is when students know when the information is presented again, and the presentation of the information is adjusted according to tasks and needs. Students generally search for information on the internet using Google search or social media. The information sought is mostly about school assignments. Besides school assignments, students usually look for information in the form of viral news or other entertainment. The information-seeking model that is more commonly used is the Ellis (1989) information-seeking model. The next stage is monitoring and extracting, which is done when they have found information sources that can meet their information needs and monitor the development of that information. This research highlights that while Ellis's model explains general patterns, students' digital-media habits introduce new variations—particularly algorithm-driven browsing and reduced chaining—which future models should incorporate.

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